

Programme 119†.

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(January to March, 1931.
(April to July, 1931, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORMS IV. & III.

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in the book used) must be read
and narrated first.

IV. & III. *Old Testament History*,* by J. M. Hardwich and
H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp.
3-96, with appendices. *The Acts of the Apostles*,
chapters 6-12. *The Saviour of the World*,* Vol. II.
(P.N.E.U. Office, 3/-), pp. 57-122, with Bible passages
from the index.

For reference: *Clarendon Bible: The Acts*, with intro-
duction and commentary by A. W. F. Blunt, B.D.
(Oxford Press, 4/6). *Peloubet's Bible Dictionary*
(R.T.S., 10/6), for all names of persons and places.
*Philip's Handy Scripture Atlas** (1/-). *Historical*
Geography of the Holy Land, by S. R. Macphail (Clark,
1/-). *Fact and Faith in the Bible*, by Rev. W. R.
Williams, M.A. (S.P.C.K., 3/6). *The Accuracy of the*
Old Testament, by J. Garrow Duncan, B.D. (S.P.C.K.,
6/-). *Helps to the Study of the Bible* (Oxford Press,
3/6). *Palestine in Picture*, by Canon Raven (Heffer,
10/6).

For daily Bible reading and prayers: *Daily Readings*
from the Old Testament, by H. Franklin and L. Montagu
(P.N.E.U., 1/6). *Lectiones, 1931* (Spottiswoode, 1d.).
Prayers and Hymns for use in Schools (Oxford Press,
1/6). *Two Minute Bible Readings: For use in Opening*
Schools (S.C.M., 3/-).

† The 119th term of work set since the Parents' Union School began.

For Sunday reading:

- IV. & III. *Life and Letters of St. Paul*, by Paterson Smyth (Sampson Low, 2/6), pp. 76-162. *How to Read the Bible*, by Paterson Smyth (Sampson Low, 2/-), Part III., chapter 4 to the end.
- IV. *What Mean Ye by these Stones?* by Rev. J. M. C. Crum, M.A. (S.P.C.K., 1/-), pp. 1-27. *The Church Catechism Explained*, by A. W. Robinson, D.D. (Cambridge Press, 2/- or 3/-). *The Life of David Livingstone*, by Dr. Blaikie (Murray, 2/6).
- III. *Saints and Heroes of the Western World*, by M. O. Davies (Oxford Press, 2/6), pp. 86-135. *Borrow's Bible in Spain* (Oxford Press, 2/-).
- Sunday Occupations: A Book of Centuries. Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 and 9. Choose and inscribe verses, in beautiful lettering on good paper or vellum.

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems read under Literature should be followed. Letters to friends abroad. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

- IV. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 23-41 and 132-151 (with suitable exercises from the end of the book).
- III. *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 75-88, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), pp. 49-56.

Literature. (See N.B. 1.)

- IV. & III. *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 128-146, and 164-190. Shakespeare's *Richard II.** or (in III. only) *Henry V.** (Blackie, Plaintext, 6d. each). Scott's *Quentin Durward** (Nelson, 1/3). Chaucer's *Canterbury Tales*, Part I.,* edited by Arthur Burrell (Dent, 8d.), (III., pp. 11-92 only). *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

Read poetry from anthologies set:

- IV. *Shakespeare to Hardy, An Anthology of English Lyrics** (Methuen, Third Edition, 1928, 3/6).
- III. *Palgrave's Golden Treasury** (Macmillan, 3/6).

English History.

- IV. & III. *A History of England*,* by Cyril Robinson, Vol. I., (Methuen, 3/6), pp. 194-261 (1377-1485), [or III. may use Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 208-265 (1327-1485).] Teacher will find useful Quennell's *History of Everyday Things in England*, Parts II. (14th Century), and III. (15th Century), (Batsford, 3/- each). See also *The Wilton Diptych* (Richard II.), or a coloured reproduction to be had from the National Gallery, London. 116

Make summaries of events and dates, and a chart of the 14th or 15th Century. Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (Times Office direct 6/- a year).

General History.

- IV. *Medieval and Modern Times*,* by T. R. Robinson (Ginn & Co., 10/6), pp. 215-264 (omit set questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 601-649 (omit set questions).
- III. *Hellas the Forerunner*,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 160-211. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 1-43. British Museum Coloured Postcards, Set C 9 (2/6), may be used.
- IV. & III. Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museums: use British Museum *Guide to Greek and Roman Antiquities* (2/-), and British Museum Postcards, see catalogue to be had from the Museum.

Citizenship.

- IV. & III. *Ourselves*,* Book I. (Kegan Paul, 4/6), pp. 163-186. North's *Plutarch's Lives: Nicias** (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6).

- Classical Atlas* (Dent, 2/6). For mothers to read aloud :
Life and its Beginnings, by Dr. Helen Webb (Cassell, 2/6).
 IV. *Hellas the Forerunner*,* Vol. II., by H. W. Household,
 M.A. (Dent, 3/6), pp. 154-181.
 III. *Who is My Neighbour?** by H. Somerville, M.A.
 (Harding & More, 2/6), pp. 1-34.

Geography.¹

- "Ambleside" map questions to be answered from map
 before each lesson; then reading and narration; memory
 sketch maps. Philip's *Modern School Atlas of Physical,
 Political and Commercial Geography** (1929 edition,
 7/6).
 IV. *Ambleside Geography Book V.*,* 1931 edition, (Kegan
 Paul, 5/-), pp. 111-170 (Africa). Huxley's *Physio-
 graphy** (revised 1924, Macmillan, 5/-), pp. 139-211.
 Some account of the physiography of your neighbour-
 hood.
 III. *Ambleside Geography Book IV.*,* 1928 edition, (Kegan
 Paul, 4/-), pp. 58-102 (Belgium, Holland, Spain,
 Portugal). Geikie's *Geology Primer* (Macmillan, 1/9),
 pp. 1-53.
 IV. & III. For further map practice, *From Pole to Pole* (see
 under Reading). Know something about foreign places
 coming into notice in the current newspapers (see under
 History). Ten minutes' exercise on map of the world
 every week. Teacher may find useful *Out-door Geo-
 graphy*, by H. Hatch (Blackie, 3/-).

Natural History, Botany and Geology.¹

- IV. *Everyday Doings of Insects*,* by Evelyn Cheesman
 (Harrap, 6/-), pp. 82-159. *The Elements of Geology*,*
 by M. A. Johnstone (Nelson, 3/6), pp. 81-144, with a
 good map of the British Isles; give some account of the
 geology of your own neighbourhood.
 III. *Winners in Life's Race*,* by A. Buckley (Macmillan, 6/-),
 pp. 181-240. *The Fairyland of Science** (for Botany),
 by A. Buckley (Macmillan, 6/-), pp. 195-239.
 IV. & III. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3,
 interleaved 1/9), (see *Home Education*), with flower,
 bird and insect lists, and make daily notes. For out-
 door work, some special study suitable to season and
 climate, e.g., woods in winter; pond life in early
 spring; see *Nature Rambles*, Vol. I.: *Winter to Spring*,
 by Edward Step, F.L.S. (Warne, 2/6). *A Nature Study
 Guide*, by W. S. Furneaux (Longmans, 6/6), may also
 be used.

General Science.

- IV. *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K.,
 5/-), pp. 159-192.

¹ Overseas members see special leaflet.

- III. *The Fairyland of Science*,* pp. 124-149. *The World of
 Sound*,* by Sir William Bragg (Bell, 5/-), pp. 131-196,
 or, *The Health Reader*,* by W. Hoskyns-Abraham
 (1927 edition, Cassell, 3/-), pp. 117-179, and 258-269,
 may be taken instead by those not going on into Form
 IV.

Hygiene and Physiology.

- IV. *Physiology for Girls*, by M. A. Johnstone, B.Sc. (Blackie,
 3/-), pp. 1-78.

French.² (See N.B. 4.)

- IV. *L'Enseignement Littéraire du Français*,* by J. Molmy,
 Vol. 1. (Hachette, 2/6), lessons 7-12 inclusive. Teacher
 study preface. Read and narrate *A Travers le Sahara
 en Ballon*, by Jules Verne (Hachette, 1/-).
 III. *Nouveaux Pas en Français*,* by M. Chapuzet and W.
 Daniels (Harrap, 2/6), pp. 38-67, with grammar and
 exercises, or work with IV. Read and narrate *Histoire
 d'un Ane*, by P. J. Stahl (Hachette, 1/6), pp. 1-83;
 parse two pages.
 IV. & III. For extra practice, use *New French Picture Cards*,
 Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a
 set). Read several poems and learn one from *Recueil de
 Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 4.)

- A Latin Book for Beginners, A Preparation for the
 Reading of Latin Literature*,* by M. C. Gardner,
 M.A. (Oxford Press, 3/-).
 IV. Part II., §§ 59-64, inclusive.
 III. Part II., §§ 14-20. Beginners, use Part I.
 IV. Virgil's *Aeneid*, Books I.-III., edited by C. E. Freeman,
 M.A. (Oxford Press, 2/6), pages 26-34.

German.² (See N.B. 4.)

- Primary German Course*,* by O. Siepmann (Macmillan,
 4/-). Teacher study preface, using the lessons (with
 narration), exercises, grammar, stories, poems, etc., as
 suggested.
 IV. Lessons 23-26, inclusive.
 III. Lessons 10-12, inclusive.
 IV. For narration, *Bambi*,* by Felix Salten (Dent, 2/6), pp.
 50-110.

or, Italian.² (See N.B. 4.)

- IV. & III. *Italian Lessons and Readings*,* by C. U. Clark
 (Harrap, 4/6), Lessons 4-6, or continue. *The Italian
 Irregular Verbs* (Hachette, 1/-) will be found useful.
 IV. For narration. *Il Piu Felici Bambino del Mondo**
 (P.N.E.U. Office, 3/-), chapters 11-20 (inclusive).

² Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*. It is essential to use Teacher's Books also for directions and method. For rapid mental work, use *Arithmetical Dictation*, by Alfred Wisdom.

- IV. *Fundamental Arithmetic*, Pupil's Book V.* (University of London Press, 1/1), pp. 60-79, with Teacher's Book V. (2/3). *Arithmetical Dictation*, Book V. (U. L. P. 1/3), Exs. 301-320. Or continue Books VI.

- III. *Fundamental Arithmetic*, Pupil's Book V.* (U.L.P., 1/1), pp. 1-20, with Teacher's Book V. (2/3). *Arithmetical Dictation*, Book V. (U.L.P., 1/3), Exs. 241-261. Or, use Books IV.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

*The School Set of Mathematical Instruments** (P.N.E.U. Office, 1/- or 2/-).

*A Shorter School Geometry**, by Hall and Stevens (Macmillan, 4/6);

- IV. pp. 184, 185, 186 (Ex. 1-5), 188-201, and revise Section II.
III. pp. 60-62, and 64-68; or continue.

Algebra. (See N.B. 4.)

- IV. *A School Algebra**, by H. Hall, Part I. (Macmillan, 3/6), pp. 148-153, 169-177, 139, or continue.

- III. *Exercises in Algebra for Beginners**, by W. S. Beard (Bell, 10d.), pp. 45-55 and 59-64, or (second year), *A School Algebra**, pp. 73-83, and 121-122.

Picture Study and Architecture.

- IV. & III. Study, describe, and draw from memory details of six reproductions* of pictures by Perugino (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the *January Parents' Review*, also *Home Education* and *School Education*.

- IV. *The Story of Architecture**, by P. L. Waterhouse (Batsford, 6/-), pp. 149-189.

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 90 and 91. Two hymns.

- IV. A scene from *Richard II.*, and two poems from anthology set.

- III. (a) A scene from *Richard II.* or *Henry V.*, or, (b) two poems from *The Golden Treasury*, or (c) from *Historical Lyrics and Ballads*, Book I. (Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

- IV. & III. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), 306-357. Read from Froissart's *Chronicles*: (a) *The Reign of Richard II.*, or, (b) *Crecy and Poitiers* (Blackie, 10d. each). Mark Twain's *Joan of Arc* (Chatto & Windus, 3/6).

- IV. Homer's *Odyssey**, Vol. II. (Chapman's translation), (Simpkin Marshall, 3/6), Books 21-24, or read from Virgil's *Aeneid*, translated by E. Fairfax Taylor (Dent, 2/-). Dr. Blaikie's *Life of David Livingstone* (Murray, 2/6).

- III. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 304-332, or, teacher to read from Virgil's *Aeneid*. George Borrow's *Bible in Spain* (Oxford Press, 2/-).

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6). Studies of trees in winter; two minute figure poses. Original illustrations and simple memory drawings. Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Music Appreciation.

The work of Mozart; see (a) article, and (b) records suggested under *Our Work*, in the *January Parents' Review*. Mozart, by B. L. Thomson (Sheldon Press, 4d.).

Music; Piano, etc.

Music and its Story, by R. T. White (Cambridge Press, 5/-).

In addition to usual work, choose and learn a suitable composition by Mozart. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing.

- IV. & III. Teachers should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three English songs from *The Clarendon Song Books*: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-).

Fifty Steps in Sight-Singing, by Arthur Somervell, steps 27-32 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work each term.)

(a) Drill: *Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. (IV.) use also *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Skipping: *A Skipping Manual*, by O. M. Newmarch (Brown & Sons, 2/8).

(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.).

(c) Games: Netball: *Hints on Coaching Netball*, by Beatrice Stempel (Ling Association, 1/6). Hockey; Lacrosse.

Work: Crafts, etc.

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

IV. Use (1) *Practical Housecraft*; (2) *Housewifery*; (3) *Cookery* (Longmans, 6d. each).

IV. & III. (a) Cardboard Modelling: make six models. *Book-binding for Beginners*, by J. Kay (Cassell, 1/3). (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6).

(b) Basketwork: make three baskets. See *Cane Work*, by C. Crampton (Dryad, 3/6).

(c) Sewing: make a garment. See *A Manual of Plain Needlework*, by Mrs. E. Griffiths (Oxford Press, 3/6); simple patterns (3d. each or 1/6 the set of eight), together with *Practical Needlework for Schoolgirls* (Singer Sewing Machine Co.). Do some embroidery, see *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6). Boys: Woodwork. Make models from *101 Things for a Boy to Make*, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad leaflet No. 25, 2d.).

Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Valuable suggestions will also be found in *Applied Art*, by Pedro J. Lemos (Batsford, 28/-), but it is not advisable that stereotyped courses should be followed.

N.B.—See enclosed General Notes Leaflet.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Forms III. and IV. lasts three years (average ages 12, 13 and 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. "And the king . . . made a covenant before the Lord to walk after the Lord. . . . And all the people stood to the covenant." Give some account of the reforms of Josiah in this connection.
2. "The Lord sent me to prophesy against this house and against this city." Sketch the part played by the prophet Jeremiah in the political history of his time.
- II. 1. Give some account of the missionary work of the apostle Philip.
2. How were the apostles shown that God had "also to the Gentiles granted repentance unto life"?
3. Give an account of the call of the twelve apostles, and their first instructions in the work of the Kingdom.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

Quentin Durward, chapter III., "The age . . deer's skin."

Composition.

1. Write briefly on one of the following,—(a), Lord Irwin and Gandhi, (b), The Persian Exhibition, (c), a Great Desert Crossing this year.
2. Write a scene for acting on the stage from (a), *Quentin Durward*, or, (b), *Joan of Arc*.
- or, 2. Some verses on one of the following,—(a), Pandora, (b), "Ulysses to his wife is known," (c), Æneas.

English Grammar.

1. Analyse, parsing the words in italics,—
“Then the little Hiawatha
Learned of every *bird its* language,
Learned *their names* and all their secrets,
How they built their nests *in* summer,
Where they *hid themselves* in winter,
Talked with them *whenever he met* them,
Called them ‘Hiawatha’s Chickens.’”
2. Give examples, in sentences, of five “anomalous” verbs, and write notes on two of them.
3. Give six examples each (with notes) of (a), disguised words, (b), words derived from proper names, (c), words of recent origin.

Literature. (Answer three questions only.)

1. Give a picture of the times of Chaucer as gathered from *The Prologue to the Canterbury Tales*.
2. Give briefly the substance of *The Knight’s Tale*, quoting lines if you can.
3. Describe and illustrate the character of (a), Louis XI., from your reading of *Quentin Durward*, or, (b), Richard II., from your reading of the play.
4. Describe “How Sir John Froissart arrived in England, and of the gift of a book that he gave the King.”
5. Describe “how the King came to the place of Mile-end . . . and found there a three score thousand men.” What events followed?

English History.

1. Sketch the career of Henry IV., (a), as Henry of Bolingbroke, (b), as King. Dates.
2. Give some account of the fight against poverty and ignorance in Medieval England, with special reference to the work of William of Wykeham and John Wycliffe.
3. Give the chief events which led to the rise of the House of York. Dates.

General History.

1. Show the importance of the cities of (a), Venice, (b), Florence, in the Fifteenth Century.
2. Give some account of the work of Augustus in organising the government of the Mediterranean World.
3. Describe the travels in the East of a Roman citizen of means and education in the Second Century.

Citizenship.

1. Show on what matters it is our duty to form opinions. Give examples from your reading this term.
2. Gather up your impressions of Nicias from your reading of Plutarch, giving in detail two instances to illustrate the character of Nicias.
3. What do you know of Plato and the times in which he lived?

Geography.

1. Give a sketch map of Africa, indicating the different political divisions, and general physical features.
2. What do you know of recent political changes in Egypt? Give a general description of the country.
3. Explain the formation and movements of glaciers. What evidence of glacial action have you seen yourself?

Natural History.

1. (a), Give some account (with diagrams) of the sense and organ of sight in butterflies, or, (b), write upon “Instinct” in insects.
2. What do you know of the peculiarities of mountain limestone country? Describe a typical dale in the Yorkshire Pennines.
3. Write notes on the special study you have made this term out-of-doors.

General Science and Physiology.

1. What do you know about the “energy inside the atom”?
2. Give some account of the nature and function of muscles. In what ways should we train our muscles?

Picture Study and Architecture.

1. Describe The National Gallery Triptych, by Perugino.
2. Describe a Gothic cathedral you have visited (or read about), and show, with diagrams, its distinguishing features.

French.

1. Read through “Mon Grand-père,” p. 23 (*L’Enseignement Littéraire*). Then give an account, in French, of the little boy from the grandfather’s point of view.
2. Use, in sentences, the feminine of *docile, franc, doux, capricieux, ancien, vieux, long, brave, utile, muet*.
3. Describe, in French, an adventure in the balloon *Victoria*.

Latin.

1. Translate: (1) He has great zeal for fishing. (2) We shall have to conquer the enemy to-day. (3) The general did everything with a view to capturing the city.
2. (a), *A Latin Book for Beginners*, Part II, Translate: § 61, lines 1-7 (*Missus . . . habilis fuit*). (b), Read the Latin of (a) again, then write a narration in Latin.
3. (a), Virgil's *Aeneid* I. Translate lines 305-317 (*At pius . . . praevertitur Hebrum*). (b), From passage (a) parse: *accesserit, nemorum*.

German.

1. Translate into German, page 190, IV., Reproduction.
2. Make sentences in the imperfect indicative tense with ten of the verbs given on page 191. I.
3. Translate into German sentences 1-12, page 188, Exercise I. (b).

or Italian.

1. Work Exercise B I., page 19, teacher giving English.
2. Make sentences, using the following words in the plural, — *elefante, paese, pittore, fiore, enorme, gentile*.
3. Write four sentences of a narration from *Il Piu Felici Bambino del Mondo*.

Arithmetic.

1. If 2240 stones, each 9 inches square, will pave a court, find the area of the court in square yards, and the cost of paving at 9d. per square foot.
2. Find, as shortly as possible, the cost of (a), 3 lb. 6 oz. of tobacco at 6/8 a lb.; (b), 2400 articles at 19/11½d. each.
3. A circular flower bed has a radius of 7 ft. 6 in., and is to be planted with seedlings each requiring a space 6 inches square. How many seedlings will fill the bed? ($\pi = 3\frac{1}{7}$.)

Geometry.

1. Show that the two tangents which can be drawn to a circle from an external point are equal to one another.
2. Two circles intersect at A and B, and through P, any point on one of them, straight lines PAC, PBD, are drawn to cut the other at C and D: show that CD is parallel to the tangent at P.
3. Two equal circles intersect at A and B and through A any straight line PAQ is drawn terminated by the circumferences. Show that BP=BQ.

Algebra.

1. Factorise the following —
(1) $p^2 + 3p - 70$. (2) $4a^2 - 9(b+c)^2$.
(3) $10x^3 - 40xy^2$.
2. (a), Expand in terms of x and y :
 $P(P+Q)$ when $P = 3x^2 - xy + 2y^2$. $Q = 2x^2 - y^2$.
(b) $x^2 + 3x + 1$ is a factor of $x^4 + x^3 - 8x^2 - 11x - 3$.
Find the other factors.
(Use detached coefficients in both examples.)
3. A gramophone and 20 records cost £8 10s. The same gramophone and 50 similar records cost £12 5s.
What does the gramophone cost by itself?

Drawing (with brush and in colour.)

1. An illustration for a book cover for the Canterbury Tales.
2. Three positions in playing at ball.

Music Appreciation.

What music by Mozart have you heard this term? Write your impressions of any one of the compositions.

Recitations.*

Father to choose two Bible passages and (a), a poem, or, (b), a scene from a play or novel.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on Saturday, March 28th, with no other enclosure. The examination may be postponed till after Easter if due notice is given.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up.** For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of any two of the three terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.